

| Grade 5 Directions for Documenting Literacy Objectives | | | | | |
|---|--|-----|-----|-----|-----|
| Reading Behavioral Objectives The objectives listed inside this card are taken from the North Carolina English Language Arts Standard Course of Study. They are grouped by quarter in a suggested order for instruction and assessment. Some of the reading objectives are deemed essential as indicated by being preceded with a box <input type="checkbox"/> . These objectives should be assessed by observing student behaviors over time without teacher support. The student's level of proficiency for each essential objective should be determined using the following rubric: | | | | | |
| Level 4: <ul style="list-style-type: none"> • Demonstrates proficiency of the objective with texts that are written beyond grade level • Consistently applies and extends the objective while reading • Consistently applies the objective with a high level of independence | | | | | |
| Level 3: <ul style="list-style-type: none"> • Consistently demonstrates expected proficiency of the objective with grade appropriate text • Consistently applies the objective while reading • Begins to apply the objective independently | | | | | |
| Level 2: <ul style="list-style-type: none"> • Inconsistently demonstrates expected proficiency of the objective with grade appropriate text • Has difficulty applying the objective while reading • Applies the objective only with teacher guidance | | | | | |
| Level 1: <ul style="list-style-type: none"> • Does not demonstrate proficiency of the objective and is successful only with text written well below grade level • Cannot apply the objective while reading • Does not have the requisite concepts and skills to participate in grade level instruction | | | | | |
| Non-essential Reading Objectives There are other reading objectives from the Standard Course of Study that should be developed and supported throughout the year, but do not require multiple observations or documentation of a level of proficiency. Place a check <input checked="" type="checkbox"/> on the line in front of these objectives when the student demonstrates them. | | | | | |
| Documenting Writing Proficiency Writing is assessed with both ongoing classroom observation and periodic unassisted writing procedures. Please refer to the directions at the bottom of the Expressive Literacy portion of the inside of the card to document writing proficiency on the Standard Course of Study objectives. The directions in the column to the right explain the unassisted process writing assessment procedures. | | | | | |
| Unassisted Process Writing Each quarter, students will be asked to complete an unassisted process piece of writing. Students select the topic and format of this writing and are allowed multiple class periods to develop the piece, moving through the writing process. Students may use resources available in the classroom, but the teacher does not confer or offer any assistance for this unassisted piece. The final copy of this unassisted writing is assessed using the WCPSS 3-5 Analytic Writing Rubric demonstrating the level of proficiency in each of the content writing features (focus, organization, support and elaboration, and style). The published piece is assigned an overall content score, based on grade level expectations. The writing is also reviewed to determine if it demonstrates expected proficiency in conventions (sentence structure, usage, spelling, capitalization, punctuation, etc.) The evaluation of the unassisted process writing is used to determine next steps in writing instruction, not a student's writing grade. | | | | | |
| Type of Writing (Check <input checked="" type="checkbox"/> one of the following) | | Q 1 | Q 2 | Q 3 | Q 4 |
| Literary – i.e. narrative, poem, drama... | | | | | |
| Informational – i.e. report, business letter, news article, letter to the editor, feature story... | | | | | |
| Practical – i.e. directions, recipe... | | | | | |
| Topic (What is the writing about?) | | | | | |
| Date completed | | | | | |
| WRITING PROCESS (Place a check <input checked="" type="checkbox"/> if included with student's writing.) | | | | | |
| Prewriting | | | | | |
| Drafting | | | | | |
| Some evidence of revision | | | | | |
| Some evidence of editing | | | | | |
| Final publication demonstrates the student applied what was learned through the revision and editing of this piece of writing. | | | | | |
| CONTENT (Rubric Score of 4, 3, 2, or 1) | | | | | |
| Focus: Establishes and maintains a manageable topic | | | | | |
| Organization: Logical progression of ideas and overall completeness | | | | | |
| Support and Elaboration: Topic is developed with specific and relevant details | | | | | |
| Style: Word choice is precise and purposeful and sentence variety supports the flow of the writing | | | | | |
| OVERALL CONTENT RUBRIC SCORE | | | | | |
| Conventions (Rubric Score of 2, 1, or 0) | | | | | |
| Conventions demonstrate expected proficiency (2), minimal proficiency (1), or does not demonstrate proficiency (0) | | | | | |

Grade 5 Receptive Literacy – Reading and Listening Behavioral Objectives

| Quarter 1 | | | | Quarter 2 | | | | Quarter 3 | | | | Quarter 4 | | | |
|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Reading Habits | | | | Reading Habits | | | | Reading Habits | | | | Reading Habits | | | |
| <p>1.051 Read independently at least 20 minutes every day to improve reading fluency (rate, expression, and accuracy)</p> <p>2.033 Read different kinds of texts including poems</p> | | | | <p>1.052 Read independently at least 20 minutes every day to learn more about various topics</p> | | | | <p>1.053 Read independently at least 20 minutes every day to learn new vocabulary and learn new meanings of known words</p> <p>2.031 Read different types of fiction such as tall tales and myths</p> | | | | <p>1.053 Read independently at least 20 minutes every day to learn new vocabulary and learn new meanings of known words</p> <p>2.034 Read different types of texts including drama (plays and skits)</p> | | | |
| Vocabulary and Word Work | | | | Vocabulary and Word Work | | | | Vocabulary and Word Work | | | | Vocabulary and Word Work | | | |
| <p>1.031 Increase vocabulary by reading lots of different kinds of texts, studying how words work, participating in discussions, and following the writing process</p> <p>1.011 Expand vocabulary by studying Greek and Latin roots (<i>nupt, struct, vis, vid, spec, spect, opt</i>), the origins of words, and derivatives (i.e., <i>electric, electricity, electrician, electron</i>)</p> | | | | <p>1.021 Identify the key vocabulary in a nonfiction text and understand what those words mean</p> <p>1.032 Increase vocabulary by reading lots of different kinds of texts, studying other subjects (i.e., science, social studies, art), and writing as a way to better understand new learning</p> <p>1.012 Expand vocabulary by using what you know about prefixes (<i>sur-, sub-</i>), suffixes (<i>-ous, -ward, -ive, -ic</i>) and separating words into syllables (VC/CV <i>napkin, VCV hotel, or VC/C, metal</i> patterns)</p> <p>1.013 Use context clues to figure out the meaning of unfamiliar words</p> <p>1.042 Use dictionaries and glossaries to find the meaning(s) of unfamiliar words</p> | | | | <p>1.033 Increase vocabulary by reading lots of different kinds of text, using a dictionary and thesaurus, and studying how authors use words</p> <p>1.014 Expand vocabulary by using what you know about prefixes (<i>un-, dis-, in-, re-</i>), suffixes (<i>-ly, -ness, -ment, -ful, -less, -ion</i>), and syllable patterns (VCCCV <i>pilgrim bathroom, and V V di(al)</i>)</p> <p>1.043 Use a thesaurus to identify synonyms for common words</p> <p>1.041 Use a dictionary to identify and understand what unfamiliar words mean</p> | | | | <p>1.034 Increase vocabulary by participating in debates and seminars</p> <p>1.015 Expand vocabulary by using what you know about prefixes (<i>com-, con-, en-, ex-, pre-, pro-</i>) and suffixes (<i>-ent, -ant, -able, -ible</i>)</p> <p>1.044 Use online tools to understand unfamiliar words (i.e., online dictionary and thesaurus)</p> | | | |
| Comprehension and Connections | | | | Comprehension and Connections | | | | Comprehension and Connections | | | | Comprehension and Connections | | | |
| Before and During Reading Strategies | | | | After Reading Strategies with Expository Text | | | | After Reading Strategies with Narrative Text | | | | Understanding Drama and Researching a Topic | | | |
| <p>3.013 Write a personal response to what is read</p> <p>2.06 Make choices of reading materials to match the purpose for reading (reading for information, reading to learn more about a content topic, reading for pleasure)</p> <p>Performance Assessment _____</p> <p>2.0261 Preview stories and make predictions about the characters, setting, problem, or major events before reading</p> <p>Performance Assessment _____</p> <p>2.021 make predictions</p> <p>2.028 make connections</p> <p>2.022 ask questions</p> <p>2.091 Ask questions when listening to others</p> <p>Performance Assessment _____</p> <p>2.01 Use fix-up strategies when what you read doesn't make sense or to better understand the vocabulary (skim, scan, reread, check other sources, ask for help, summarize, paraphrase, ask questions of self or author)</p> <p>Performance Assessment _____</p> <p>2.032 Read different types of nonfiction such as books of true experience, newspaper and magazine articles, and schedules</p> <p>3.015 Evaluate the differences between and among nonfiction texts</p> <p>2.027 Preview nonfiction text features and think about what you already know about the topic</p> <p>Performance Assessment _____</p> <p>2.0262 Preview nonfiction text and predict the content by looking at the title, headings, captions, and other text features</p> <p>Performance Assessment _____</p> | | | | <p>2.10 Identify strategies authors use to inform, influence, and entertain their readers</p> <p>2.07 Evaluate the quality and usefulness of information and graphics found in text, making sure it matches the reader's purpose and reader's previous experiences</p> <p>3.05 Use multiple sources to better understand the main idea and supporting details of a topic</p> <p>Evaluate Relationships of Ideas _____</p> <p>2.082 Determine rank order of importance of ideas, details, or concepts</p> <p>2.081 Identify cause and effect in nonfiction text</p> <p>2.083 Recognize the time sequence in multiple events or stages</p> <p>2.084 Identify a problem and the possible solutions in nonfiction text</p> <p>Make Inferences _____</p> <p>2.05 Make inferences, conclusions, and generalizations (finding evidence in the text) and evaluate the likelihood of those inferences</p> <p>2.095 Make inferences and draw conclusions about what the speaker is saying when listening to others</p> <p>2.023 Find information in a text, from previous experiences, or from other sources to support an answer to a question</p> <p>Performance Assessment _____</p> <p>2.022 Ask open-ended questions after reading nonfiction text</p> <p>Conduct Research _____</p> <p>3.06 Research a topic by developing guiding questions and exploring a variety of resources to find answers to these questions (encyclopedia, almanac, internet, interview)</p> <p>2.025 Seek more information on the same or related topic after reading or studying</p> <p>2.092 Listen to others and continue the conversation by going deeper into the topic</p> | | | | <p>2.041 Examine the plot development in stories (i.e., conflict – man vs. man, man vs. nature, man vs. self)</p> <p>3.02 Make connections within a story and between stories concerning the lesson, theme, or message</p> <p>2.022 Ask open-ended questions after reading narrative text</p> <p>Performance Assessment _____</p> <p>2.024 Make connections with what is read based on personal experiences, other books you've read, or what you know about the culture (traditions or time period)</p> <p>Performance Assessment _____</p> <p>Character Analysis _____</p> <p>3.012 Examine the reasons for what a character does in a story (motivation)</p> <p>3.016 Examine the relationships between characters in a story</p> <p>3.03 Find examples in the text to support analysis of the characters and/or the events</p> <p>3.014 Examine the different perspectives (points of view) of characters and authors</p> <p>3.017 Make inferences and conclusions about characters, events, and themes</p> <p>Performance Assessment _____</p> <p>2.0431 Identify examples of personification in text (animals, ideas, or things acting like people)</p> <p>2.0432 Identify examples of flashback</p> <p>2.0422 Identify the author's tone (find examples in the text)</p> <p>3.011 Analyze the words authors use</p> <p>2.042 Analyze the impact the author's words have on the reader</p> | | | | <p>Poetry _____</p> <p>2.0331 Read and understand different kinds of poetry like narrative poems, lyric poems, and cinquans</p> <p>Drama _____</p> <p>2.0341 Read and understand plays and skits</p> <p>Make Informed Judgments _____</p> <p>3.04 Recognize media techniques in order to make informed decisions when reviewing advertisements on TV, radio, video, or print</p> <p>3.07 Recognize bias, propaganda, stereotyping, and media techniques and make informed judgments</p> <p>2.094 Listen and evaluate the information and ideas shared by others</p> <p>2.096 Listen to others and make judgments about how reasonable the information and ideas shared by others seem to be</p> <p>Performance Assessment _____</p> <p>2.093 Listen to others and participate in the conversation by elaborating on the information and ideas shared by others</p> <p>4.014 Read about with fluency, expression, style and with an awareness of audience and purpose</p> | | | |

Grade 5 Expressive Literacy – Writing and Speaking Behavioral Objectives

| Quarter 1 | | | | Quarter 2 | | | | Quarter 3 | | | | Quarter 4 | | | |
|---|--|--|--|--|--|--|--|---|--|--|--|---|--|--|--|
| Writing Variety | | | | Writing Variety | | | | Writing Variety | | | | Writing Variety | | | |
| <div>_____ 4.071 Write a variety of different types of texts including stories and personal essays</div> <div>_____ 4.021 Write to make and support arguments</div> <div>_____ 4.024 Write to influence the thinking of others</div> <div>_____ 4.091 Write essays</div> <div>_____ 4.041 Select a piece of writing for publishing</div> | | | | <div>_____ 4.072 Write a variety of different types of texts including news articles, feature stories, letters-to-the-editor, and research reports by either selecting the topic or form</div> <div>_____ 4.032 Write to inform</div> <div>_____ 4.022 Write to evaluate information and ideas</div> <div>_____ 4.093 Write business letters</div> <div>_____ 4.024 Write to influence the thinking of others</div> | | | | <div>_____ 4.073 Write a variety of different types of texts including fiction by either selecting the topic or form</div> <div>_____ 4.042 Select a piece of writing for publishing and explain your choice</div> | | | | <div>_____ 4.074 Write a variety of different types of texts including poetry, drama, and memoirs by either selecting the topic or form</div> | | | |
| Content Features | | | | Content Features | | | | Content Features | | | | Content Features | | | |
| <div><input type="checkbox"/> Focus</div> <div>_____ 4.061 Writing includes major ideas that stick to the topic</div> | | | | <div><input type="checkbox"/> Focus</div> <div>_____ 4.061 Writing includes major ideas that stick to the topic</div> | | | | <div><input type="checkbox"/> Focus</div> <div>_____ 4.063 Write drafts that elaborate on major ideas, stick to the topic, and have a clear message</div> | | | | <div><input type="checkbox"/> Focus</div> <div>_____ 4.063 Write drafts that elaborate on major ideas, stick to the topic, and have a clear message</div> | | | |
| <div><input type="checkbox"/> Organization</div> <div>_____ 4.051 Use a variety of planning strategies to plan and organize the writing, considering what you want to accomplish and the audience (who the reader will be)</div> | | | | <div><input type="checkbox"/> Organization</div> <div>_____ 4.051 Match the planning strategy for organizing own writing by considering the purpose for writing and the audience (Who is this piece written for?)</div> <div>_____ 4.062 Choose an organization or form for the writing that matches the writer's purpose</div> <div>_____ 5.032 Use transitional words and phrases to connect ideas and concepts in writing</div> | | | | <div><input type="checkbox"/> Organization</div> <div>_____ 4.051 Match the planning strategy for organizing own writing by considering the purpose for writing and the audience (Who is this piece written for?)</div> | | | | <div><input type="checkbox"/> Organization</div> <div>_____ 4.052 Match the planning strategy for organizing own writing by considering the purpose for writing, the audience (Who is this piece written for?), and a timeline</div> <div>_____ 4.082 Revise own writing by rearranging text to make it clearer</div> | | | |
| Support and Elaboration | | | | Support and Elaboration | | | | Support and Elaboration | | | | Support and Elaboration | | | |
| <div><input type="checkbox"/></div> <div>_____ 4.061 Write with elaboration that sticks to the topic</div> | | | | <div><input type="checkbox"/></div> <div>_____ 5.031 Revise for elaboration by adding prepositional phrases</div> | | | | <div><input type="checkbox"/></div> <div>_____ 4.063 Write drafts that elaborate on major ideas, stick to the topic, and have a clear message</div> <div>_____ 4.084 Revise own writing to improve leads or story beginnings, character description, or phrases that create mood</div> | | | | <div><input type="checkbox"/></div> <div>_____ 4.063 Write drafts that elaborate on major ideas, stick to the topic, and have a clear message</div> | | | |
| <div><input type="checkbox"/> Style</div> <div>_____ 4.083 Revise own writing by creating both simple and complex sentences (sentence fluency)</div> | | | | <div><input type="checkbox"/> Style</div> <div>_____ 5.031 Use prepositional phrases to vary the beginnings of sentences (sentence fluency)</div> <div>_____ 4.033 Choose vocabulary that informs or persuades</div> | | | | <div><input type="checkbox"/> Style</div> <div>_____ 4.081 Revise own writing by improving word choice (vocabulary)</div> | | | | <div><input type="checkbox"/> Style</div> <div>_____ 5.04 Reread own writing and determine the impact of word choice on the reader (vocabulary)</div> | | | |
| Conventions | | | | Conventions | | | | Conventions | | | | Conventions | | | |
| <div><input type="checkbox"/> Conventions</div> <div>_____ 5.033a Use a coordinating conjunction (and, or, but, nor, so, yet) when joining equal parts – words, phrases, or clauses (<i>The boy ran home, and the girl stayed at school.</i>)</div> <div>_____ 5.033b Use subordinating conjunctions (i.e., after, although, as, if, as long as, when, where, unless) to introduce a dependent clause (<i>Our trip was cancelled when the hurricane came.</i>)</div> <div>_____ 5.011 Use a comma before the conjunction in a compound sentence to separate the independent clauses (See example for 5.033a)</div> | | | | <div><input type="checkbox"/> Conventions</div> <div>_____ 5.05 Spell most commonly used words correctly</div> <div>_____ 5.012 Consistently use capitals to begin the names of magazines, newspapers, and organizations; and use a colon to introduce a list (<i>Mary liked flowers; roses, carnations, tulips, marigolds.</i>)</div> <div>_____ 5.021 Correctly use troublesome verbs (i.e., lay, lie, laid, lain, lying, laying, sit, set)</div> | | | | <div><input type="checkbox"/> Conventions</div> <div>_____ 5.06 Read over own writing and correct misspelled words using a variety of strategies</div> <div>_____ 5.013 Punctuate writing correctly including commas in apposition (<i>Tommy, my best friend, is moving.</i>)</div> <div>_____ 5.022 Correctly use pronouns (nominative – we, he, they, you, objective – him, her, them, and possessive – his, her, their, our)</div> | | | | <div><input type="checkbox"/> Conventions</div> <div>_____ 5.06 Read over own writing and correct misspelled words using a variety of strategies</div> <div>_____ 5.07 Correct final draft, checking for both conventions and format</div> <div>_____ 4.10 Use technology (i.e., power point, spreadsheet) to enhance a published product</div> <div>_____ 5.082 Use word processing to create writing others can read</div> | | | |
| <div>Directions for Documenting Writing (Expressive) Proficiency</div> <div>The level of proficiency of these writing objectives should be demonstrated through the development of the features of effective writing. As each objective is demonstrated by the student, place a check ✓ on the line preceding the objective number. At the end of each quarter, determine the level of proficiency of each feature as demonstrated in multiple writing samples and record that level in the box <input type="checkbox"/> preceding the feature.</div> | | | | | | | | | | | | | | | |

2010–2011

Fifth Grade Student Reading Assessment Profile

Student Name _____

School _____

2010-2011

Universal Screening Date _____

Administer this assessment to all students during recommended periods.

Oral Reading Fluency (ORF)

Words Correct Per Min _____ Accuracy Rate _____%

Risk Level _____

Digging Deeper

Running Record to be completed only on students reading BELOW level 23-24.

- **Formal** running records should be administered, using WCPSS book kits (i.e., original, alternate, AlphaKids).
- Determine the student's **highest** reading level, 90% or higher accuracy rate **and** a retelling score of 3 or 4 (for text levels 7-24).
- Analyze errors to determine what information from text the child uses and/or neglects to guide your instruction (MSVs).
- Record and analyze formal running record using the boxes below.

Running Record

Date _____ Book Level: _____

Book Title: _____

Accuracy Rate _____

SC Rate **1:** _____

Fluency Score _____

Retelling Score **3 or 4** (for levels 7-24)

**Analyze errors in oral reading (MSV).
What cues is the student using?**

Analyze the student's performance on retelling.

- If student is reading significantly below grade level (level 15-16 or lower) as indicated by running record/retelling, please refer to digging deeper process used for second graders and continue ongoing documentation of previously administered digging deeper assessments.
- If student is **at risk** as indicated by performance on the ORF yet reading above level 15-16, then administer the Names Test and WCPSS High Frequency Word list.
- Analyze errors from the Names Test to plan word work instruction. Continue ongoing documentation of previously administered digging deeper assessments.

Names Test

Date _____

Raw Score: _____ / 70

_____ % correct

Date _____

Raw Score: _____ / 70

_____ % correct

Names Test Analysis

Initial Consonants _____/37

Initial Blends _____/19

Consonant Digraphs _____/15

Short Vowels _____/36

Long Vowels (VCe) _____/23

Vowel Digraphs _____/15

Controlled Vowels _____/25

Schwa _____/15

Names Test Analysis

Initial Consonants _____/37

Initial Blends _____/19

Consonant Digraphs _____/15

Short Vowels _____/36

Long Vowels (VCe) _____/23

Vowel Digraphs _____/15

Controlled Vowels _____/25

Schwa _____/15

High Frequency Word List

Number of words read **automatically** (not sounding out) and correctly

of words _____ Date _____

words _____ Date _____

Mid-year Benchmark

If student is **at risk** as indicated by performance on the ORF, then update/administer the digging deeper assessments. Continue ongoing documentation of previously administered digging deeper assessments.

Oral Reading Fluency Date _____

Words Correct Per Minute _____

Accuracy Rate _____%

Risk Level _____

End-of-year Benchmark

Oral Reading Fluency Date _____

Words Correct Per Minute _____

Accuracy Rate _____%

Risk Level _____

Document dates and type of collaboration when student assessment results were discussed (PLC, Intervention, SST, CCR, etc.).